

COMMITTEE TO IMPLEMENT THE NO CHILD LEFT BEHIND ACT OF 2001
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

July 24, 2002

The Board of Education's Committee to Implement the No Child Left Behind Act of 2001 met in the Fifth Floor West Conference Room in the General Assembly Building, Richmond, Virginia, with the following members present: Mark C. Christie (Chair), Audrey B. Davidson, Mark E. Emblidge, Susan L. Genovese, and Ruby W. Rogers. Jo Lynne DeMary, superintendent of public instruction was also present. Scott Goodman and Gary L. Jones, members of the Board, attended as well.

Mr. Christie, president, presided and called the meeting to order at 3:00 p.m.

Presentation of Preliminary Title I Grant Allocation Amounts for 2002-03:

George Irby, director of compensatory programs for the Department of Education, presented this item. Mr. Irby distributed a division-by-division listing of the preliminary Title I grant allocation amounts for 2002-2003. The listing showed the estimated maximum basic authorization that each locality would receive under the No Child Left Behind Act of 2001. In explaining the listing to the members, Mr. Irby emphasized that the allocation amounts are tentative at this point in time. In response to a question from a committee member, Mr. Irby explained the by-pass provisions in the law.

Presentation on the Report Card Requirements of the NCLB:

Cynthia Cave, director of policy at the Department of Education, presented this item. Dr. Cave cautioned the members that implementing the requirements of the report card provisions of the NCLB Act will be challenging for the department and the localities. The requirements are extensive and will require substantial changes in the way the department gathers and reports school and student performance data to the public. Dr. DeMary added that, while many of the recent educational initiatives undertaken by Virginia have prepared Virginia well to come into compliance with the NCLB Act provisions, the requirements of the report card provisions will be extremely difficult for several important reasons. Dr. DeMary mentioned several reasons, including the fact that the department does not now have in place the infrastructure to support the substantial data collection, analysis, and reporting that will be required. Dr. DeMary stated that resources are also an issue.

Dr. Cave reviewed a chart outlining and comparing the requirements of the report card components of NCLB Act with the current Standards of Accreditation requirements. The chart also showed what data elements the department now collects and what data elements are not collected at this point. The following is the chart presented by Dr. Cave:

Committee to Implement New Federal Legislation
 Minutes: July 24, 2002

Page 2

Standards of Accreditation State Report Card Information 8 VAC 20-131-270	NCLB Act of 2001 State Report Card Information 1111(h)(1)	Data Available	Data Not Available
Standards of Learning (SOL) test scores in English reading/writing, mathematics, science, and history and social sciences and scores on the literacy and numeracy tests, for the most recent three-year period, for the school, school division, and state (reported as pass rates)	The most recent two-year trend in student achievement for each grade level in English reading and mathematics, and in science in 2007-2008	These data are currently collected.	
Performance of students with disabilities and performance of limited English proficient students on SOL tests and alternate assessments as appropriate	Statewide information on student achievement at each proficiency level on state academic assessments, disaggregated by: Race Ethnicity Gender Disability status Migrant status English proficiency Economically disadvantaged status	Student information is currently collected by: Race Ethnicity Gender Disability status Limited English proficiency Economically disadvantaged status	Currently, the information reported is shown as “percentage of students passing” by grade level and specific SOL test. The report card must be expanded to include the percentages of students scoring at the <i>Pass/Proficient</i> , <i>Pass/Advanced</i> , and <i>Fail/Does Not Meet</i> levels. Information on student achievement by subgroups in addition to limited English proficient and disability status must be added to the report card. Information on student migrant status must be collected.
Percentage of students tested, and percentage of students not tested, including a breakout of students with disabilities, limited English proficient students, and students eligible but enrolled in an alternative program not leading to a Standard, Advanced Studies, Modified Standard, or International Baccalaureate Diploma	Percentage of students not tested, disaggregated by: Race Ethnicity Gender Disability status Migrant status English proficiency Economically disadvantaged status	Student information is collected for all the subgroups, with the exception of migrant status	Data on migrant students tested and not tested must be collected.

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	Comparison between the achievement levels of each of the student subgroups and the state's annual measurable objectives (Adequate Yearly Progress) for each subgroup on each of the assessments required—English reading and mathematics now and science in 2007-2008	The SOL testing results for 2001-2002 needed to establish the Adequate Yearly Progress (AYP) starting point and annual objectives will be available in the fall.	The starting point and the annual objectives for Adequate Yearly Progress will be developed in the fall for presentation and adoption by the Board of Education by January 2003.
School accreditation rating			
Attendance rates for students	Statewide aggregate information on other indicators used by the state to determine AYP: Attendance (elementary)	Data are currently collected for Average Daily Attendance	
Information related to school safety, including physical violence, possession of firearms and other weapons			
Qualifications of teaching staff, including the percentage of the school's teachers endorsed in the area of primary teaching assignment	Qualifications of teachers in the state: The percentage of teachers teaching with emergency or provisional credentials The percentage of classes in the state not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools (schools in top quartile and bottom quartile of poverty)	Data collected currently: Licensure data by teacher Number of provisional licenses issued annually Number of local licenses issued by school boards	The number of teachers teaching with a provisional license in a core academic area in school divisions, and the number of classes they are teaching. The number of teachers teaching in a core academic area with a local license, and the number of classes they are teaching. The number of classes in a core academic area being taught by a teacher who is not endorsed in that area.

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The percentage of students taking Advanced Placement (AP) courses and the percentage taking AP tests			
The percentage of students enrolled in International Baccalaureate (IB) programs and the percentage of students who receive IB diplomas			
The percentage of students taking college-level courses			
The percentage of diplomas, and of certificates awarded to the senior class (including GED credentials), and students who do not graduate	<p>Graduation rates as defined by the National Center for Education Statistics (does not include GED or certificates) by subgroups:</p> <p>Limited English proficiency Race and ethnicity Students with disabilities Economically disadvantaged status</p>	Data are currently available by race/ethnicity	<p>Graduation rates for students by race and ethnicity must be calculated.</p> <p>Data collection and calculation of graduation rates by the student subgroups of limited English proficient, disability, and economically disadvantaged. (The methodology of calculating graduation rates includes dropout statistics from the ninth grade.)</p>
The percentage of students in alternative programs not leading to a Standard, Advanced Studies, or Modified Standard diploma The percentage of students in academic year Governor's Schools			
The percentage of drop-outs			

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	The performance of school divisions on making AYP, including the number and names of each school identified for school improvement under Title I	Data are available on the schools currently identified for school improvement under Title I	The AYP starting point and annual objectives are to be determined this fall for Board of Education adoption by January 2003.

Adjournment:

The committee meeting adjourned at 4:00 p.m.

Submitted by:

Margaret Roberts
Executive Assistant to the Board of Education